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ABSTRACT

In 1998, recreation, leisure, and personal enrichment education and training programs continued to play an important role in the total education and training undertaken in Australia. Depending on the state or territory, programs were delivered by community providers, technical and further education (TAFE) and other government providers, private providers, and schools and higher education providers. A reported 360,000 students undertook personal enrichment programs, an apparent decline of 5.7 percent from 1997; 7.8 percent of them also participated in vocational education programs. More than 70 percent of the personal enrichment students were enrolled with registered community providers; the remainder participated in courses provided by TAFE and other government training institutions. About 75 percent of personal enrichment program participants were female. The age distribution of participants was flat and broad; the median age was 39 years, almost 5 years more than the median age of the Australian resident population. Personal enrichment programs accounted for 8.2 million annual hours of training, an average of 23 hours per student. The majority of training activity was funded on a fee-for-service basis with the remainder subsidized by governments. (Thirteen tables and 10 figures are provided. Technical and explanatory notes are appended.) (YLB)

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an overview

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Australian Personal Enrichment Education and Training Programs

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Statistics **1998**

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GENERAL BACKGROUND

Adult and community education in Australia

Australia has a long history of providing adult education and training programs. The establishment of an Australian branch of the Workers' Education Association in Adelaide as early as 1913 and the emergence of strong, organised adult and community education (ACE) bodies in a majority of States and Territories give clear evidence of this.

Since the early 1980s national data collections have been in place which provide information on those vocational education and training (VET) activities in Australia, which are funded wholly or in part from public financial sources.[1] In 1996 registered community providers began reporting their education and training activity to the national database. As a result, quite extensive and representative information about recreation, leisure and personal enrichment education and training activity is available. This information is presented in the NCVER's annual publication, *Australian personal enrichment education and training programs*.

Recreation, leisure and personal enrichment education and training programs play an important role in the total education and training undertaken in Australia. They cover a wide variety of courses such as:

- landscape design, upholstery and woodwork
- photography, painting and international cuisine
- foreign languages, public speaking and creative writing
- basic accounting, investing and computing
- ballroom dancing, self-defence and yoga

Differences in delivery of personal enrichment programs across Australia

Institutional arrangements within States and Territories have an effect on the scope of the information about personal enrichment programs which is available via national reporting.

Depending on the State or Territory, personal enrichment programs are delivered by:

- registered and unregistered community providers
- technical and further education (TAFE) and other government providers
- registered and unregistered private providers
- schools and higher education providers

In a number of States and Territories the ACE sector is sponsored and supported by government, and registration procedures have been established for community providers. Through these arrangements community providers are allowed to issue recognised qualifications, and in most cases they offer both vocational and personal enrichment programs. Some of the vocational programs delivered by community-based training institutions are funded from public financial sources as a consequence of competitive tendering arrangements or specific-purpose funding allocations. Where publicly funded vocational training activity is undertaken with community providers, it is included in the national statistics for VET (see, for example, *Australian vocational education and training 1998: At a glance*).[2]

[1] *The main characteristics and key features of the VET sector are reported in the series* Australian vocational education and training statistics 1996, 1997 *and* 1998: In detail *and* An overview, *published by the National Centre for Vocational Education Research (NCVER) Ltd on behalf of the Australian National Training Authority (ANTA).*

[2] *Although quite extensive and representative information about personal enrichment activity is available, it is by no means complete since the scope of the personal enrichment data collection varies amongst the States and Territories. For this reason it would be misleading at this stage to report at State and Territory level.*

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INTRODUCTION

Personal enrichment programs in 1998

The figures for 1998 show continuing high levels of activity in personal enrichment programs, though with an apparent small reduction on 1997 levels.

Compared with publicly funded VET, the annual hours for personal enrichment programs continue to be small, but the number of individuals involved is much greater (almost 360 000, equivalent to 2.6% of the Australian working-age population). With a further 12% of working-age Australians undertaking VET programs with providers in receipt of public funds, it is clear that Australia exhibits one of the important characteristics of a 'learning society'.

The profile of students undertaking personal enrichment programs is different from that of students undertaking VET. Most of the students involved in personal enrichment programs are older, with a large percentage of women and part-time participants. Clearly, the notion of 'lifelong learning', which is one of the national priorities for the Australian education and training system, is a familiar one to many students undertaking personal enrichment programs.

The decision to introduce a goods and services tax (GST) from 1 July 2000 has made the distinction between personal enrichment and vocational programs a topical issue (see panel). It is expected that student fees for those programs which impart vocational skills will be exempt from the GST, whereas personal enrichment programs which do not impart vocational skills will be subject to the GST.

Differentiating personal enrichment and vocational programs

The distinction between personal enrichment and vocational programs is often problematical. Currently, the definition is based on the intention of the curriculum or the program. If the intention is to impart knowledge and skills which are relevant in the workplace, or to prepare the student for such programs (for example, via general education and preparatory programs), then the program is classified as 'vocational'. Otherwise, it is classified as 'personal enrichment'.

The intention of the student is not taken into account when classifying programs as either 'vocational' or 'personal enrichment', and the inclusion of some vocationally useful content in a program of study does not, of itself, result in classifying the program as 'vocational'.

Although personal enrichment programs are usually not designed to articulate with general education or vocational programs, in many fields of study there is a potential for students to progress to VET after having undertaken personal enrichment subjects. Foreign languages and computing courses are but two examples where the potential for this kind of progression exists.

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Lifelong learning and a training culture

In the Australian economy, jobs have become increasingly knowledge-based, and there is a rapid and continuing change in the knowledge and skills required as a result of structural change in the economy and rapidly changing technology. Jobs that exist in large numbers now will all but disappear within a few decades and will be replaced by others. The Australian workforce must adapt and keep pace with the changing nature of work.

In addition to providing job-specific skills training in new areas of employment, developing a capacity to adapt through 'learning to learn' is important. Undertaking personal enrichment programs is one of a number of avenues available to Australians to facilitate this process.

In response to developments in the workforce and the economy, two of the major policy goals for Australia's VET system are the promotion of lifelong learning and the development of a training culture.

Much has already been achieved. Education and training, including both VET and personal enrichment programs, is clearly important for Australians. This was confirmed by the results of the March-May 1997 survey of education and training published by the Australian Bureau of Statistics (ABS) (*Education and training experience, Australia* 1997, ABS, Cat. No. 6278.0). For example (from ABS bulletin 112/98):

- 51% of men and 46% of women held at least one post-school qualification
- 25% of the respondents intended to study for an educational qualification within the next three years
- 80% of wage and salary earners undertook some form of training in the 12 months prior to the survey
- 86% of the training courses undertaken while working were considered to have improved job performance

Development of a training market

In addition to promoting lifelong learning and the development of a training culture, another of the agreed policy goals for the Australian VET system is the development of a training market. One of the mechanisms used to promote this goal is the disbursement of a proportion of government funds for VET on a competitive tendering basis. Although these funds are not allocated for personal enrichment programs, many of the providers who traditionally delivered personal enrichment programs—community providers, for example—now successfully tender for government funds to deliver VET programs. As a result, the commercial viability of these providers is enhanced. Throughout Australia there are now many providers who deliver both personal enrichment and vocational programs.

Despite the concerns about the definition and scope of personal enrichment programs, it is apparent from the information presented in this publication that the students and the providers make an important (and probably understated) contribution to achieving the national goals of lifelong learning, development of a training culture and development of a training market.

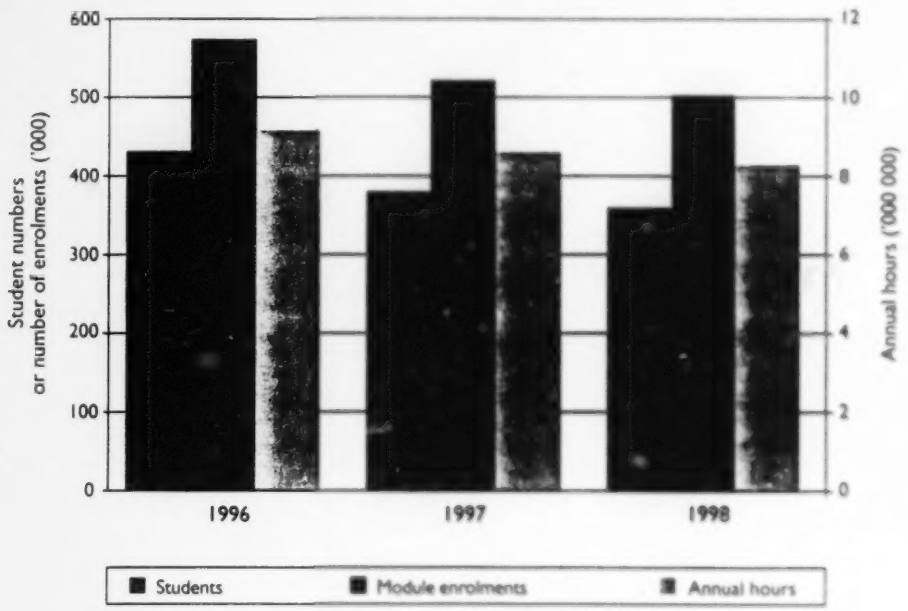
HIGHLIGHTS—1998

Recreation, leisure and personal enrichment education and training programs ('personal enrichment programs') play an important role in the education and training system in Australia.

The basic trend in the 1998 personal enrichment education and training sector in Australia was one of slight decrease in student numbers and hours of training when compared with 1997.

Although under the current reporting standard training providers in the publicly funded VET sector are not required to report recreation, leisure and personal enrichment education and training activity ('Stream 1000 activity'), most of this activity is actually reported and available from the national VET data collection. However, it should be noted that some data for personal enrichment programs are not reported. Therefore absolute participation figures reported in this publication should be considered as lower bound estimates only.

Figure 1: Personal enrichment training activity in 1996, 1997 and 1998



Participants in personal enrichment activities

- In 1998, 358 200 students undertook personal enrichment programs. This indicates that in 1998 at least 2.6% of Australia's working-age population (defined as 15 to 64-year olds) were enrolled in personal enrichment programs.
- The apparent decline in student numbers is 21 500 students, or 5.7%, since 1997. This may have been owing to enhancements to the national data collection. Many more individuals will have participated in personal enrichment activities outside the collection scope and boundaries.
- Of the 1998 personal enrichment students, about 27 900, or 7.8%, were also enrolled in vocational programs.
- The majority (73.4%) of students are female and account for 6.3 million (76.3%) of annual hours. This contrasts to VET students of whom 48.5% are female and 51.5% are male, accounting for 47.7% and 52.3% of annual hours, respectively.
- Personal enrichment training is undertaken by all age groups with four out of five personal enrichment students aged 25 to 64. Young people (15 to 24-year olds) accounted for 11.6% of the students, and elderly people (65 years and older) for 8.6%.
- On average, personal enrichment students tend to be older than students undertaking VET in the publicly funded VET sector. Half of the personal enrichment students were older than 39.3 years, while for VET students the same figure is 28.4 years, i.e. almost 11 years less.

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Hours spent in personal enrichment activities

- The total annual hours for personal enrichment programs in 1998 was 8.21 million, which is very small compared with the 312.8 million hours in the VET sector.
- Since 1997, the hours of personal enrichment training have decreased by 363 100 hours (4.2%), a drop directly related to the decrease in student numbers.
- In 1998 personal enrichment students undertook an average of 23 hours each (females: 24 hours, males: 20 hours), almost nine times less than for VET students (204 hours).
- On average, older people were enrolled in more hours of personal enrichment education and training than younger people. Students of age 65 or older tended to undertake almost twice as many annual hours of training (40 hours per student) as 15 to 24-year olds (21 hours).
- Students who live in a State or Territory which is different from the location of their training provider undertook over 50% more hours in 1998 (annual average of 35 hours) than students enrolled in personal enrichment programs within their State/Territory of residence (23 hours).

What are 'annual hours'?

Annual hours are used as a measure of total delivery. They are based on the standard curriculum hours for each subject (module) when the subject is undertaken in standard, supervised delivery mode, although some students undertake subjects in self-paced learning, flexible delivery or distance-learning modes.

Courses and subjects undertaken by personal enrichment students

As with VET programs, personal enrichment programs are usually organised into courses and subjects. A course may consist of just one subject or a number (sometimes a sequence) of subjects.

- The total number of course and subject enrolments, the other measures of personal enrichment activity, also show an apparent small decrease over 1997.
- The number of course enrolments dropped to a small extent by 19 400, or 4.0%, to 470 000 over 1997. Similarly, the number of subject enrolments decreased slightly by 18 200, or 3.5%, to 501 000.
- In 1998, about one in six students enrolled in more than one personal enrichment course. Every second student undertook more than 15 hours.
- The most popular courses in the personal enrichment training sector are in the arts, humanities and social sciences field of study, which accounts for 41.0% of annual hours in 1998. Other popular fields of study are VET multi-field education (20.8% of annual hours) which often provide foundation for further study in more specialised vocational fields, and health and community services (18.6% of annual hours).
- The majority of students (almost 80%) undertook just one personal enrichment subject in 1998.
- The most popular areas of learning are hospitality, tourism and personal services (35.0% of annual hours), visual and performing arts (24.1%) and education (11.8%).
- Most of the personal enrichment activity is non-award activity; that is, it does not lead directly to a recognised qualification in the Australian Qualifications Framework or an equivalent. Non-award courses account for about 87% of course enrolments and almost 90% of annual hours. This is the opposite of the pattern for VET.

Field of study and area of learning—what is the difference?

Field of study is a classification which provides information about the major subject matter of a course.

Area of learning is a classification used to describe the primary content of a subject independently of the context in which it may be taught. For example, where a computing subject is undertaken by a student in an economics course, it is reported against the 'mathematics, computing' area of learning.

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Providers of personal enrichment programs

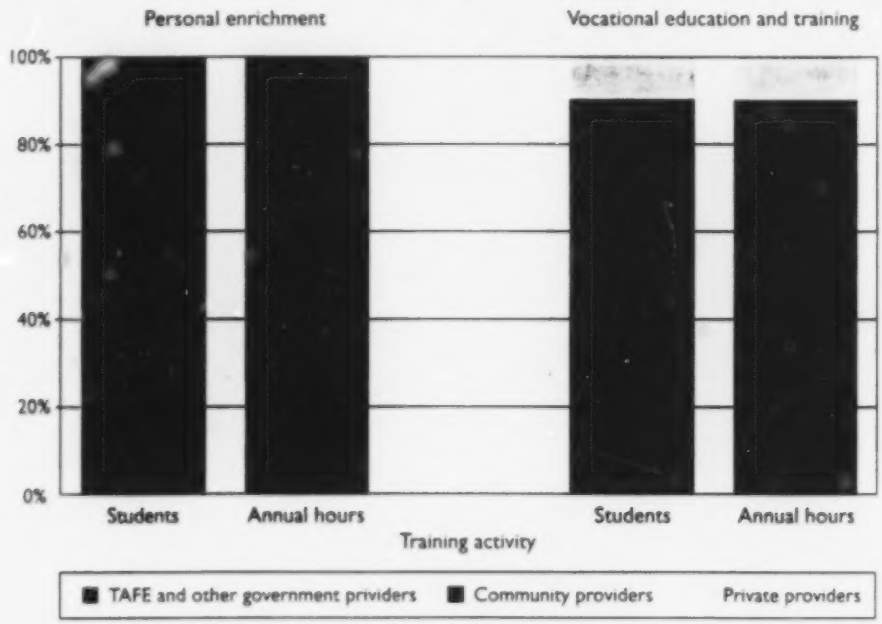
- Community-based training providers deliver most of the reported personal enrichment training programs, comprising 70.3% of students and 74.2% of total annual hours. This contrasts to their role in the publicly funded VET sector, where community providers accounted for 15.2% of VET students and 3.5% of annual hours in 1998.
- In 1998, TAFE and other government providers accounted for 29.7% of personal enrichment students and 25.5% of annual hours. In contrast, TAFE and other government training providers accounted for 86.4% of all annual hours and 75.0% of all students in the publicly funded VET sector.
- Other registered providers, including enterprises, commercial providers and schools, continue to play a minor role in the delivery of recreation, leisure and personal enrichment education and training (table 1 and figure 2).

Table 1: Personal enrichment training activity in 1998 by training provider

Training providers	Students		Course enrolments		Subject enrolments		Annual hours	
	'000	%	'000	%	'000	%	'000	%
Community providers	251.8	70.3	353.3	75.1	365.6	73.0	6,087.1	74.2
TAFE and other government providers	106.3	29.7	116.8	24.8	133.1	26.5	2,088.8	25.5
Private providers	0.1	0.0	0.1	0.0	2.5	0.5	30.9	0.4
Total	**358.2**	**100.0**	**470.2**	**100.0**	**501.2**	**100.0**	**8,206.8**	**100.0**

Note: Numbers may not add due to rounding.

Figure 2: Training activity in the personal enrichment and the publicly funded VET sectors by training provider



Funding of personal enrichment activities

- About two-thirds of the annual hours delivered in the personal enrichment sector were funded through fee-for-service arrangements, i.e. the training was paid by the students themselves or by agencies on their behalf.
- The remaining one-third of personal enrichment training hours were funded or subsidised by governments. Almost all of the government funds were recurrent State and Territory allocations for VET and Commonwealth funds disbursed by the Australian National Training Authority (ANTA).

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STUDENT CHARACTERISTICS—1998

Participation in recreation, leisure and personal enrichment education and training programs appears to have declined in the last two years. However, this most likely was caused by enhancements to the national data collection (table 2).

- From 1996 to 1998, student numbers dropped from 426 300 to 358 200, which corresponds to an annual growth rate of minus 8.3%.
- The apparent decrease has slowed down. While from 1996 to 1997 the student numbers dropped apparently by 10.9%, the reduction from 1997 to 1998 was only 5.7%.
- Participation rates also decreased over the two-year period under consideration. While in 1996 3.2% of Australia's working-age population participated in personal enrichment programs, this figure dropped by 0.6 percentage points to 2.6%.
- In 1998, the individual student, on average, spent more time (22.9 annual hours) in personal enrichment programs than in 1996 (21.7 hours) or 1997 (22.6 hours).

Table 2: Comparison of participation rates in personal enrichment programs in 1996, 1997 and 1998

	1996	1997	1998
Student numbers in personal enrichment programs ('000)	426.3	379.7	358.2
% of Australia's resident population	2.3	2.0	1.9
15 to 64-year olds in personal enrichment programs	395.8	347.3	326.4
% of Australia's working-age population	3.2	2.8	2.6
Annual hours per student ('000)	9,251.5	8,569.9	8,206.8
Average annual hours per student (hours)	21.7	22.6	22.9

Age and sex

Unlike vocational programs, recreation, leisure and personal enrichment programs are predominantly undertaken by females.

- In 1998, most of the personal enrichment students were female (73.4%). This contrasts to vocational programs, which comprised 48.5% females and 51.5% males.
- From 1996 to 1998, male participation decreased at a slower rate than female participation. While the number of female students has decreased at an average annual rate of minus 9.1% from 318 400 in 1996 to 263 000 in 1998, male participation dropped from 107 900 to 95 100 over the same period, which corresponds to an annual rate of minus 6.1%.

Students of all ages are enrolled in personal enrichment programs reflecting the fact that the commitment to lifelong learning is one of the driving forces behind personal enrichment activity.

- As in earlier years, the median age of the personal enrichment students in 1998 is significantly higher (39.3 years) than that of Australia's resident population (34.6 years), of VET students (28.4 years), of university students (21.8 years) and of apprentices and trainees in training (20.4 years, table 3).
- The age distribution for personal enrichment students is very broad and flat (figure 3). This contrasts to the age distribution of VET students which shows a pronounced peak at around 18 years.
- The patterns of male and female participation are broadly similar across the age groups. Only males of age 21 or younger participated relatively more in personal enrichment programs than females of the same age (9.0% compared with 6.4%).

Average age, median age—what is the difference?

The average age is the statistical mean of the age of persons under consideration. The median age, on the other hand, is the age at which half of the persons under consideration are older and half are younger.

- The median age of personal enrichment students has been increasing slowly in the last years. While in 1996 the median age was 38.2 years, it rose to 38.7 years in 1997 and 39.3 years in 1998. This ageing of the personal enrichment population is slightly larger than that of the Australian resident population whose median age increases by approximately 0.3 years each year.

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- The decline in personal enrichment participation as experienced from 1996 to 1998 depends on age. The age cohort of young people (15 to 24-year olds) shows the largest decrease with numbers dropping from 54 800 in 1996 to 41 400 in 1998 (average annual growth rate of minus 13.1%). The participation of students aged 65 or older, on the other hand, decreased from 30 500 in 1996 to 28 200 in 1998 at an average annual growth rate of minus 3.8% (table 4).

Table 3: Median and average ages (in years) in Australia, 1998

	Median age	Average age
Personal enrichment students	39.3	41.3
Australian population	34.6	36.0
VET students	28.4	31.5
Students in higher education	21.8	26.0
Apprentices and trainees in training	20.4	23.9

Figure 3: Participation of students in personal enrichment and VET programs by single-year age, 1998

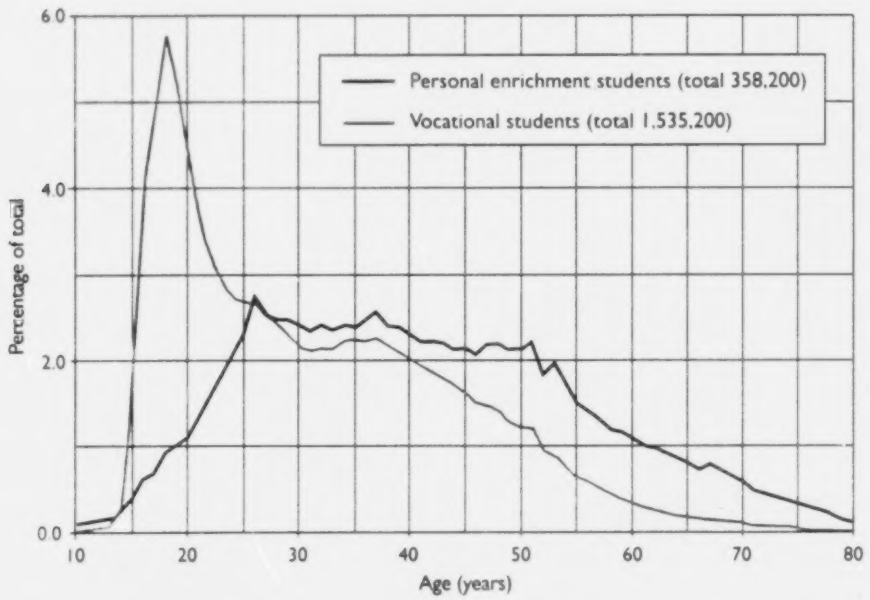

Table 4: Changes in participation in personal enrichment training programs by age groups

	1996 ('000)	1997 ('000)	1998 ('000)	% change 1997 to 1998	% annual change 1996 to 1998
15 to 24 years	54.8	46.1	41.4	-10.3	-13.1
25 to 39 years	162.8	142.5	131.3	-7.8	-10.2
40 to 64 years	174.5	158.7	153.7	-3.2	-6.2
Other ages	34.3	32.4	31.7	-1.9	-3.8
Total ('000)	**426.3**	**379.7**	**358.2**	**-5.7**	**-8.3**

Note: Numbers may not add due to rounding.

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Indigenous students in personal enrichment programs

- About 0.4%[1] of the personal enrichment students in 1998 were of Aboriginal or Torres Strait Islander origin, accounting for about 0.6% of the annual hours.
- This participation rate of indigenous students in personal enrichment programs is well below the percentage of indigenous people in the Australian resident population (about 2.1%).
- In vocational programs, on the other hand, the proportion who are indigenous students is above the population rate (3.7% of the total).
- The majority of indigenous personal enrichment students (61%) resided in the rural and remote regions of Australia, with only 39% living in capital city and other metropolitan areas.

Students with a disability undertaking personal enrichment programs

- It is estimated that around 2.6%[4] of the 1998 personal enrichment students had a disability. By contrast, for students undertaking vocational programs the proportion with a disability is considerably higher (4.6%).
- Around two-thirds (65%) of the students with a disability who enrolled in recreation, leisure and personal enrichment programs were female.
- More than two-thirds (68%) of the students with a disability lived in capital city or other metropolitan areas, 30% in rural areas, and less than 1% in remote areas of Australia.

Educational background of personal enrichment students

- Almost all of the personal enrichment students have completed secondary schooling. Estimates suggest that less than 1% of the personal enrichment students were still attending secondary school in 1998. This contrasts with approximately 7% for VET students, with a further 10% of VET students having recently finished school.
- More than half of the personal enrichment students who provided information on their highest level of educational achievement have completed some form of post-secondary education (table 5).
- On average, students who have not completed any form of post-secondary education spent more annual hours (about 31 hours each in 1998) in personal enrichment programs than students with completed post-secondary education (about 19 hours each in 1998).

Table 5: Highest level of educational achievement of 1998 personal enrichment students

Highest level of educational achievement	% Students	% Annual hours	Average hours
Degree or postgraduate diploma	1.2	1.4	25.3
Associate or undergraduate diploma	0.7	0.8	25.5
Trade/technician certificate	0.9	0.8	22.4
Other certificate	1.1	1.1	24.2
Unspecified post-secondary education	9.4	7.1	17.2
Year 12	8.7	12.0	31.7
Year 10 or 11	1.9	2.1	25.8
Year 9 or lower	0.5	0.7	32.9
Unknown	75.7	74.0	22.4
Total (%)	**100.0**	**100.0**	
Total ('000)	**358.2**	**8,206.8**	**22.9**

[1] *Pro-rated figure*
[4] *Pro-rated figure*

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Employment status of personal enrichment students

- Almost three-quarters (73%) of personal enrichment students who supplied information on their employment status were employed (table 6), compared with 67% for VET students.
- Only about 6% were unemployed. When those not in the labour force are taken into account this corresponds to an unemployment rate of about 8%, which is close to Australia's unemployment rate in 1998.
- By contrast, 19% of vocational students were unemployed corresponding to an unemployment rate of about 22%.
- The employment pattern of participation in personal enrichment programs is broadly similar for both males and females. However, male students enrolled in personal enrichment programs are slightly more likely to be unemployed (unemployment rate of 9%) than females (8%).
- By contrast, in 1998 the unemployment rate for female VET students was significantly higher (25%) than for male VET students (20%).

Table 6: Participation in personal enrichment and VET programs by employment status and sex, 1998

	Personal enrichment students			VET students		
	Male	Female	Persons	Male	Female	Persons
Employed (%)	75	72	73	71	62	67
Unemployed (%)	8	6	6	18	21	19
Not in labour force (%)	18	22	21	12	17	14
Students with known employment status (%)	100	100	100	100	100	100
Students with known employment status ('000)	41.8	118.8	161.2	572.3	531.0	1,104.6
Students with unknown employment status ('000)	50.6	136.8	196.9	201.5	195.7	430.6
Total ('000)	**92.4**	**255.6**	**358.2**	**773.8**	**726.7**	**1,535.2**
Unemployment rate (%)	9	8	8	20	25	22

Note: Unknown or missing data have not been distributed pro-rata across male and female categories. Numbers may not add due to rounding.

Leisure, recreation and personal enrichment activity by correspondence

Students enrolled in a personal enrichment program do not necessarily attend at an institute or campus.

- Of the 1998 personal enrichment students, 1300, or 0.4%, undertook recreation, leisure and personal enrichment education and training by correspondence, accounting for 34 400 annual hours.
- The majority of personal enrichment training activities studied by correspondence takes place in the hospitality, tourism and personal services area of learning. This area of learning accounted for almost three-quarters of correspondence subject enrolments and annual hours in 1998.

Place of residence and travel needs of personal enrichment students

The pattern of participation in personal enrichment programs across the four major geographic locations follows broadly the geographic distribution of Australia's resident population (table 7).

- More than two-thirds of the personal enrichment students reside in metropolitan regions with 64.2% living in the capital cities and 6.5% in other metropolitan areas.
- Most of the remainder of the students live in Australia's rural regions (27.9%).
- Only 1.2% of personal enrichment students come from remote locations. This contrasts to Australia's residents of whom about 2.9% live in remote areas.
- Overseas students only comprise 0.1% of students participating in personal enrichment programs.

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Participation patterns in personal enrichment programs across Australia's geographic regions vary quite significantly with the students' training providers (table 7).

- Students enrolled in a personal enrichment course delivered by a TAFE or other government training provider are about 20% more likely to reside in a capital city than students enrolled with a community provider (table 7 and figure 4).
- Community providers have the highest proportion of personal enrichment students from rural regions (table 7 and figure 4). Rural students comprise almost one-third (31.9%) of personal enrichment students enrolled with community providers, a figure well above the proportion of Australian residents living in rural communities (25.6%, table 7 and figure 4).
- A comparison of the geographic distribution of TAFE students in personal enrichment programs with the geographic distribution of Australia's resident population suggests that rural students are under-represented in TAFE and other government training institutes while students from capital cities are over-represented.
- Personal enrichment students enrolled with private providers are very likely to come from metropolitan centres other than the capital cities (table 7 and figure 4).[1]

Table 7: Student participation and annual hours in personal enrichment programs by training provider and geographic region, 1998

Geographic region	Training provider								Australian resident population
	Community		TAFE and other government		Other (including private)		Total		
	% students	% annual hours	% students	% annual hours	% students	% annual hours	% students	% annual hours	% persons
Capital city	60.7	62.7	72.4	76.9	35.3	35.6	64.2	66.2	64.1
Other metropolitan	6.8	5.3	6.0	4.7	34.5	40.0	6.5	5.2	7.5
Rural	31.9	31.3	18.6	15.9	28.6	23.3	27.9	27.3	25.6
Remote	0.6	0.7	2.9	2.5	1.7	1.2	1.3	1.2	2.9
Outside Australia	0.0	0.1	0.1	0.1	0.0	0.0	0.1	0.1	-
Total (%)	**100.0**	**100.0**	**100.0**	**100.0**	**100.0**	**100.0**	**100.0**	**100.0**	**100.0**
Total ('000)	**251.8**	**6,087.1**	**106.3**	**2,088.8**	**0.1**	**30.9**	**358.2**	**8,206.8**	**18,751.0**

Note: All student numbers have been distributed pro-rata across geographic regions to account for a small amount of missing data.

[1] Due to the small sample size of personal enrichment students enrolled with private providers (total of 124 students) caution should be exercised when drawing any conclusions from this finding.

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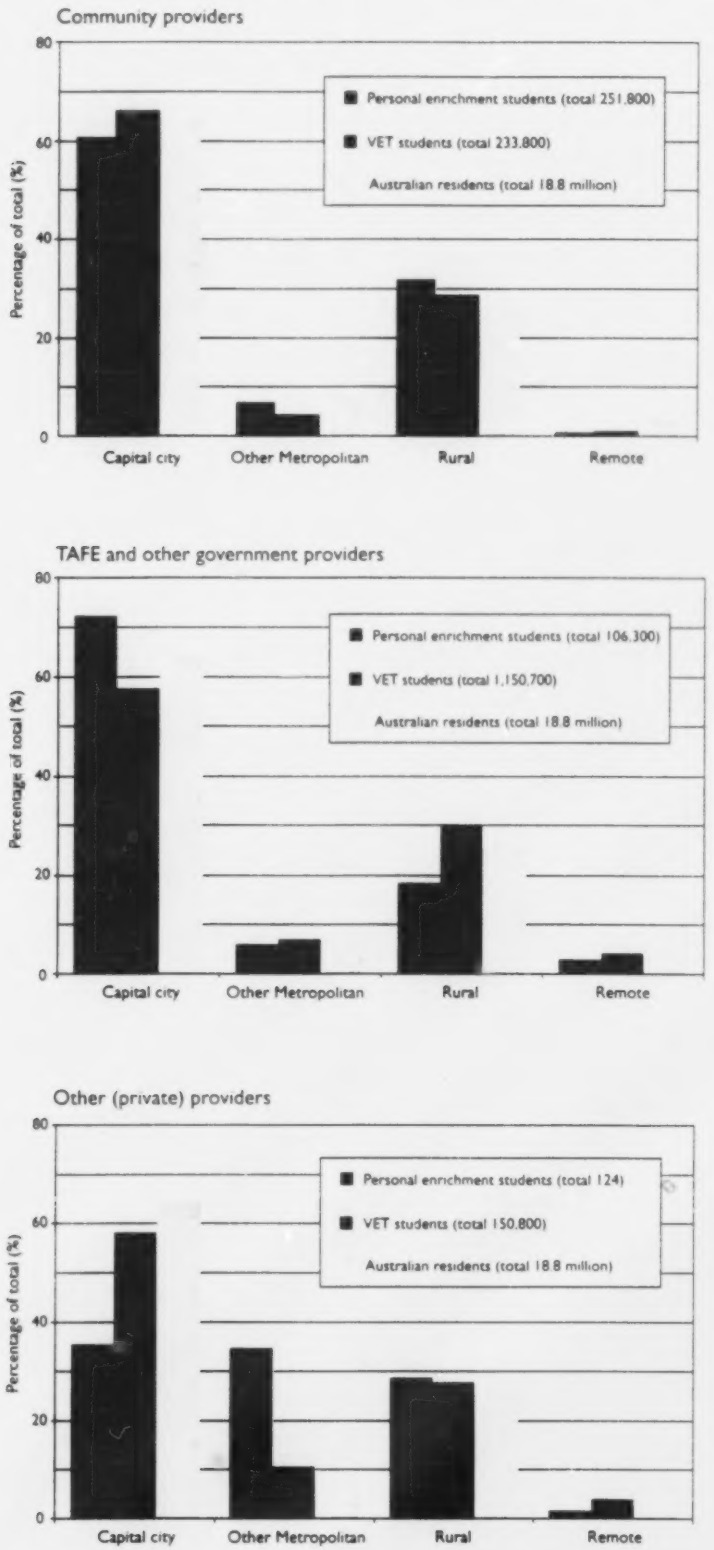
Figure 4: Student participation in personal enrichment and VET programs by training provider and geographic region



The vast majority (99.7%) of students undertake their recreation, leisure and personal enrichment training programs in a local classroom situation or in a related attendance mode. For 90% of these students the distance between where they live and where they study (the 'one-way commuter distance') could be estimated.*

The major features of the distance patterns of the 1998 personal enrichment students not involved in correspondence education are as follows:

- The median distance between a student's place of residence and place of training is estimated at 7.9 kilometres, significantly less than the median one-way commuter distance for VET students (11.8 kilometres, table 9).
- Of the personal enrichment students, 31.5% live closer than five kilometres to their training provider, 58.0% closer than ten kilometres and 79.8% closer than 20 kilometres. A further 4.3% reside more than 100 kilometres distant from their training provider (table 8).
- In each of the four major geographic locations at least 20% of students reside within five kilometres of their training providers (table 8).
- As with VET students the need to travel is greatest for personal enrichment students in remote and rural areas of Australia:
  - More than one-third (38.7%) of remote students and more than one-fifth (22.2%) of rural students travel more than 50 kilometres for their personal enrichment programs, 3.2% of the remote students even further than 500 kilometres. Of the students residing in Australia's capital cities, on the other hand, only 1.6% travel one-way distances greater than 50 kilometres (table 8).
  - The median distance for remote students (32 kilometres) is more than four times larger than that for metropolitan students (7.5 kilometres). Rural students travel a median one-way commuter distance of 11.2 kilometres, which is 50% more than for metropolitan students (table 9).
- Males, on average, commute longer distances for personal enrichment programs than females (table 9).

*Details of the estimation procedure are provided in the technical and explanatory notes.

Table 8: Distribution of non-correspondence personal enrichment students by one-way commuter distance and geographic region

	Less than 5 km	5 to 10 km	10 to 20 km	25 to 50 km	50 to 100 km	100 to 500 km	More than 500 km	Distance known %	Distance known '000
Capital city	32.3	31.9	24.5	9.6	0.8	0.5	0.3	100.0	207.5
Other metropolitan	26.9	24.0	28.8	13.9	5.0	0.7	0.6	100.0	20.5
Rural	30.9	15.3	14.1	17.6	9.9	10.9	1.3	100.0	88.5
Remote	21.9	7.5	13.4	18.5	9.2	26.4	3.2	100.0	4.4
Total (%)	**31.5**	**26.6**	**21.8**	**12.2**	**3.7**	**3.7**	**0.6**	**100.0**	
Total ('000)	**102.6**	**86.6**	**71.1**	**39.7**	**12.0**	**12.0**	**2.0**		**320.8**

Table 9: Estimated one-way median commuter distances (in kilometres) for personal enrichment and VET students, by sex and geographic region

		Personal enrichment	VET
Sex	Male	8.6	13.7
	Female	7.7	10.4
Geographic region	Capital city	7.3	10.5
	Other metropolitan	9.6	11.3
	Rural	11.2	22.6
	Remote	31.9	82.2
All students		7.9	11.8

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COURSE CHARACTERISTICS—1998

- Course enrolments in personal enrichment programs totalled 8.207 million hours in 1998, a decrease of 363 100 hours, or 4.2%, since 1997. Over 1996, annual hours decreased by 1.045 million hours, which corresponds to an annual growth rate of minus 5.8%.
- The fields of study with the most enrolled students and the most annual hours were (table 10):
  - arts, humanities, social sciences (36.6% of enrolled students, 41.0% of annual hours) including popular courses such as crafts, art, pottery, calligraphy, music, dance and drama, photography, belly dancing and others
  - health, community services (21.0% of enrolled students, 18.6% of annual hours) including popular courses such as yoga, health and wellbeing, massage, tai chi, golf, meditation and others
  - VET multi-field education (20.7% of enrolled students, 20.8% of annual hours), i.e. courses which often provide foundation for further study in more specialised vocational fields
- The fields of study with the least enrolled students were veterinary science (0.0%), law/legal studies (less than 0.05%) and education (0.2%). This is consistent for both sectors (TAFE and community providers) and for both sexes (table 11).
- Total annual hours in personal enrichment programs have declined at an annual rate of 5.8% from 1996 to 1998. However, there are large variations across the major fields of study with some fields even attracting growth in annual hours over the time period considered (figure 5):
  - The largest decrease is observed in the field of education dropping from 47 000 hours in 1996 at an annual growth rate of minus 42.3% to 15 600 in 1998. Other fields of study which have experienced a decline in annual hours of more than 10% per year were:
    - law and legal studies at an annual growth rate of minus 31.9%
    - engineering and surveying (minus 30.0%)
    - services, hospitality and transportation (minus 17.7%)
    - veterinary science and animal care (minus 16.7%)
    - business, administration and economics (minus 10.6%)
  - Fields of study that experienced actual growth in annual hours were:
    - science (which includes, as a major component, computing courses) at an annual growth rate of 14.2%
    - health and community services (3.7%)
    - VET multi-field education (1.6%)
- 25.8% of all students enrolled in personal enrichment courses were females enrolled in arts, humanities and social science courses provided by a community-based training institution.
- The most popular fields of study in personal enrichment programs for each provider type were (table 11 and figure 6):

  for community providers:
  - arts, humanities, social sciences (44.8% of enrolled students)
  - health, community services (24.5% of enrolled students)
  - VET multi-field education (13.8% of enrolled students)

  for TAFE and other government providers:
  - VET multi-field education (37.2% of enrolled students)
  - arts, humanities, social sciences (17.3% of enrolled students)
  - business, administration, economics (17.3% of enrolled students)
- Personal enrichment students enrolled with community providers are about two and a half times more likely to undertake courses in the arts, humanities, social sciences and the science fields of study and about twice as likely to be enrolled in the health and community services field of study as students enrolled with TAFE or other government training institutes (table 11).

- On the other hand, TAFE students are almost three times more likely to undertake a course in VET multi-field education and more than five times more likely to undertake a course in the business, administration and economics field of study than students enrolled with community providers (table 11).
- The most popular fields of study by sex were (table 11 and figure 7):

  for females:

  - arts, humanities, social sciences (40.0% of enrolled students)
  - health, community services (22.0% of enrolled students)
  - VET multi-field education (20.7% of enrolled students)

  for males:

  - arts, humanities, social sciences (27.4% of enrolled students)
  - VET multi-field education (20.9% of enrolled students)
  - business, administration, economics (18.2% of enrolled students)

Table 10: Personal enrichment program activity by field of study

Field of study	% course enrolments	% enrolled students	% annual hours
Land and marine resources, animal husbandry	2.2	2.7	1.6
Architecture, building	3.5	4.1	3.3
Arts, humanities and social sciences	38.3	36.6	41.0
Business, administration, economics	6.1	7.5	4.5
Education	0.4	0.4	0.2
Engineering, surveying	2.7	3.2	2.4
Health, community services	20.3	21.0	18.6
Law, legal studies	0.1	0.2	0.0
Science	3.5	4.1	3.2
Veterinary science, animal care	0.1	0.1	0.0
Services, hospitality, transportation	5.9	7.0	4.3
VET multi-field education	17.0	20.7	20.8
Total (%)	**100.0**	**100.0**	**100.0**
Total ('000)	470.2	358.2	8206.8

Note: Students can be enrolled in more than one field of study, hence the percentages shown in the '% enrolled students' sum to more than 100.

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Figure 5: Percentage of personal enrichment annual hours by field of study, 1996 to 1998

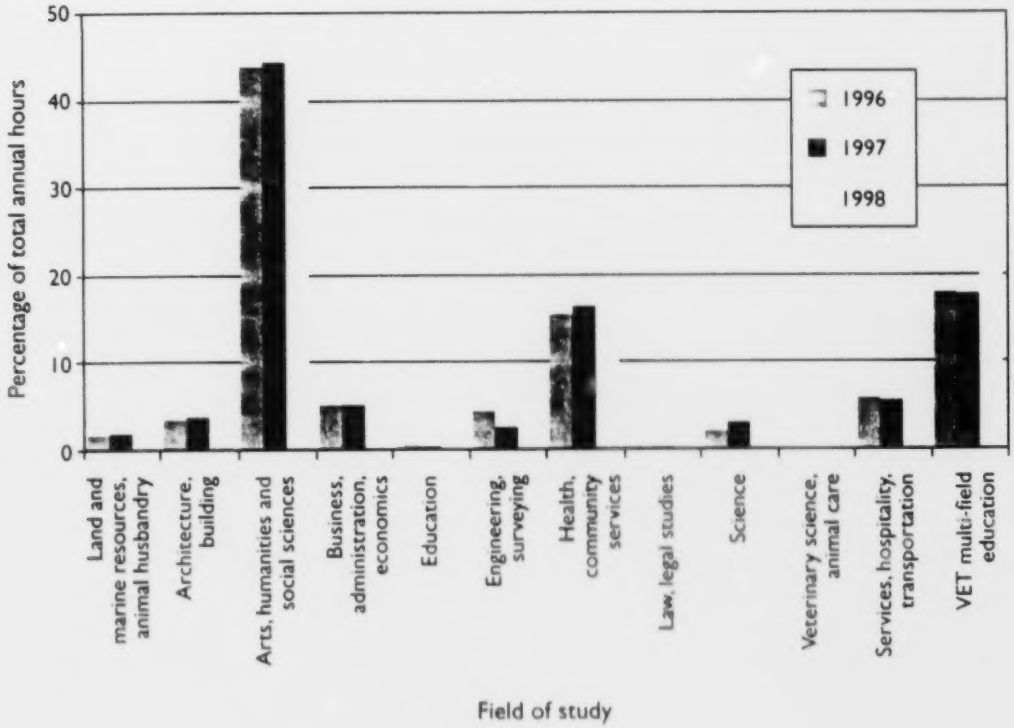

Table 11: Student participation in personal enrichment programs by training provider and sex, 1998

Community providers Field of study	% female	% males	% all students
Land and marine resources, animal husbandry	2.8	5.3	3.3
Architecture, building	3.6	6.0	4.1
Arts, humanities and social sciences	46.8	37.6	44.8
Business, administration, economics	2.7	6.1	3.4
Education	0.5	0.5	0.5
Engineering, surveying	3.1	4.4	3.4
Health, community services	25.1	22.3	24.5
Law, legal studies	0.2	0.2	0.2
Science	4.0	8.0	4.9
Veterinary science, animal care	0.0	0.0	0.0
Services, hospitality, transportation	6.3	7.1	6.4
VET multi-field education	14.4	11.5	13.8
All fields of study (%)	100.0	100.0	100.0
Total ('000)	**197.2**	**54.6**	**251.8**

TAFE and other government providers Field of study	% female	% males	% all students
Land and marine resources, animal husbandry	0.7	1.7	1.1
Architecture, building	3.1	6.0	4.2
Arts, humanities and social sciences	19.6	13.6	17.3
Business, administration, economics	18.2	15.8	17.3
Education	0.1	0.2	0.2
Engineering, surveying	0.5	6.3	2.7
Health, community services	12.6	12.8	12.7
Law, legal studies	0.1	0.0	0.0
Science	1.9	2.4	2.1
Veterinary science, animal care	0.2	0.1	0.2
Services, hospitality, transportation	7.3	9.6	8.2
VET multi-field education	39.4	33.7	37.2
All fields of study (%)	100.0	100.0	100.0
Total ('000)	**65.8**	**40.5**	**106.3**

All providers Field of study	% female	% males	% all students
Land and marine resources, animal husbandry	2.3	3.7	2.7
Architecture, building	3.5	6.0	4.1
Arts, humanities and social sciences	40.0	27.4	36.6
Business, administration, economics	6.6	10.2	7.5
Education	0.4	0.4	0.4
Engineering, surveying	2.4	5.2	3.2
Health, community services	22.0	18.2	21.0
Law, legal studies	0.2	0.1	0.2
Science	3.5	5.6	4.1
Veterinary science, animal care	0.1	0.1	0.1
Services, hospitality, transportation	6.6	8.1	7.0
VET multi-field education	20.7	20.9	20.7
All fields of study (%)	100.0	100.0	100.0
Total ('000)	**263.0**	**95.1**	**358.2**

Note: Students can be enrolled in more than one field of study, hence the percentages in the columns shown sum to more than 100.

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Figure 6: Student participation in personal enrichment programs by training provider and field of study

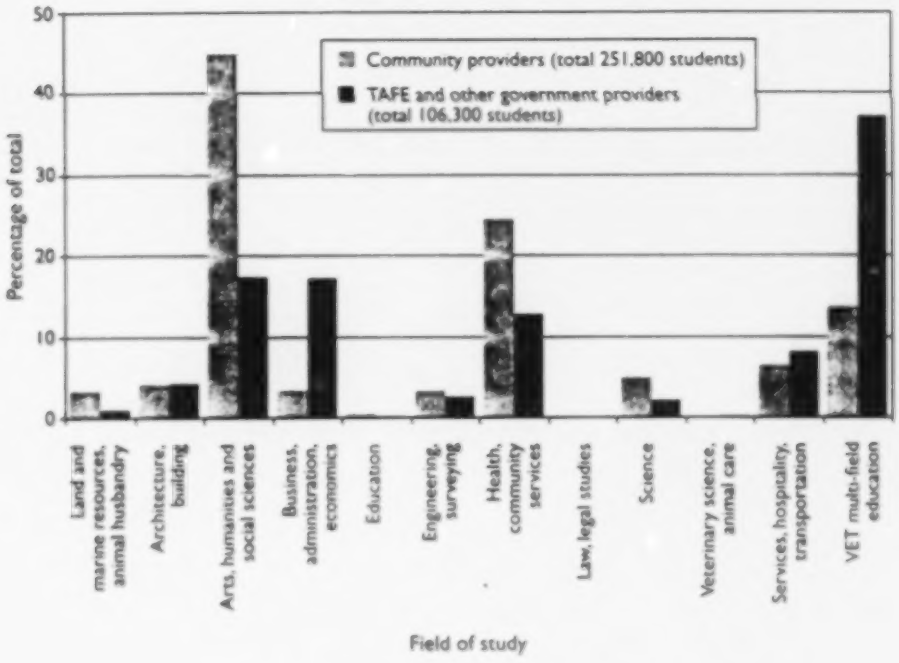
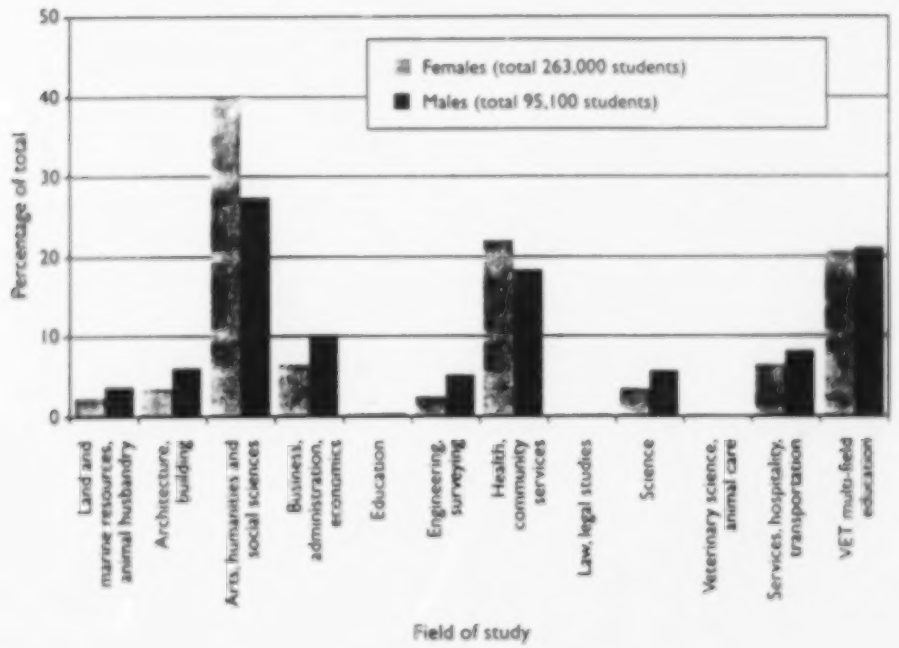


Figure 7: Student participation in personal enrichment programs by sex and field of study



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SUBJECT (MODULE) CHARACTERISTICS—1998

- In 1998, there were 501 200 subject enrolments in personal enrichment training programs, a decline of 18 200 enrolments, or 3.5%, compared to 1997. Over 1996, subject enrolments decreased by 70 300, which corresponds to an annual growth rate of minus 6.4%.
- The personal enrichment subjects in 1998 were, on average, 16.4 hours long, which essentially is the same as in 1996 (16.2 hours) and 1997 (16.5 hours).
- TAFE subjects in the personal enrichment sector were, on average, 0.9 hours shorter than those provided by community-based training institutions.
- The areas of learning with most of the enrolled students and annual hours were (table 12):
  - hospitality, tourism and personal services (42.0% of enrolled students, 35.0% of annual hours)
  - visual/performing arts (24.4% of students, 24.1% of annual hours)
  - humanities (8.4% of students, 7.9% of annual hours)
  - education (7.0% of students, 11.8% of annual hours)
- The areas of learning with the lowest numbers of students were social studies (1.1%), sciences (1.3%) and engineering and processing (2.5%).
- Over 1997, annual hours in personal enrichment programs have decreased by 4.2% in 1998. There are large variations in the decline across the major areas of learning with some areas even showing growth (figure 8):
  - The largest decrease is observed in the area of engineering and processing dropping by 32.5% from 257 400 hours in 1997 to 173 800 in 1998. Other areas of learning which have experienced a decline in annual hours of more than 10% per year were:
    - humanities with a decrease of minus 28.0% from 1997 to 1998
    - social, educational and employment skills (minus 23.2%)
    - agriculture and renewable resources (minus 19.3%)
    - visual/performing arts (minus 11.4%)
  - Areas of learning that experienced actual growth of more than 10% in annual hours were:
    - education with growth of 27.3% over 1997
    - mathematics and computing (23.7%)
    - health sciences (12.1%)
- The most popular areas of learning for each provider type were (table 13, figure 9):

  for community providers:
  - hospitality, tourism and personal services (39.0% of students)
  - visual/performing arts (31.2% of students)
  - humanities (8.7% of students)

  for TAFE and other government providers:
  - hospitality, tourism and personal services (48.9% students)
  - mathematics and computing (10.9% of students)
  - education (10.3% of students)
- The most popular personal enrichment subjects by area of learning were for each sex (table 13, figure 10):

  for males:
  - hospitality, tourism and personal services (38.1% of students)
  - visual/performing arts (17.2% of students)
  - humanities (9.5% of students)

  for females:
  - hospitality, tourism and personal services (43.4% of students)
  - visual/performing arts (27.0% of students)
  - humanities (8.0% of students)

Table 12: Personal enrichment training activity by area of learning, 1998

Area of learning	% enrolments	% students	% annual hours
Humanities	8.7	8.4	7.9
Social studies	1.0	1.1	0.8
Education	5.9	7.0	11.8
Sciences	1.1	1.3	0.9
Mathematics, computing	5.1	5.5	4.1
Visual/performing arts	24.3	24.4	24.1
Engineering, processing	2.1	2.5	2.1
Health sciences	2.7	3.1	2.8
Administration, business, economics, law	2.5	3.0	1.8
Built environment	3.8	4.4	3.8
Agriculture, renewable resources	2.6	3.3	2.0
Hospitality, tourism and personal services	36.7	42.0	35.0
Social, educational and employment skills	3.3	3.6	2.9
Total (%)	**100.0**	**100.0**	**100.0**
Total ('000)	501.2	358.2	8206.8

Note: Students can be enrolled in more than one area of learning, hence the percentages shown in the '% enrolled students' sum to more than 100.

Figure 8: Percentage of personal enrichment annual hours by area of learning, 1996 to 1998

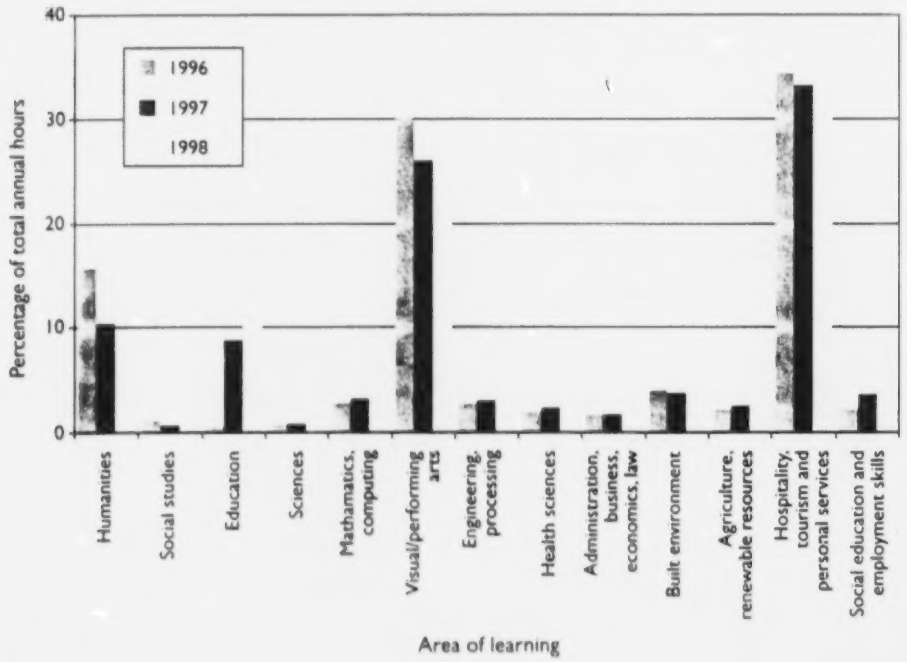

Table 13: Student participation in personal enrichment programs by training provider and sex, 1998

Community providers Area of learning	% female	% males	% all students
Humanities	8.4	9.8	8.7
Social studies	1.5	1.6	1.5
Education	6.5	2.0	5.5
Sciences	1.2	2.8	1.6
Mathematics, computing	2.6	5.4	3.3
Visual/performing arts	32.8	25.4	31.2
Engineering, processing	2.2	4.1	2.6
Health sciences	4.3	3.1	4.0
Administration, business, economics, law	2.1	5.5	2.9
Built environment	3.8	5.5	4.2
Agriculture, renewable resources	3.4	6.1	4.0
Hospitality, tourism and personal services	39.9	35.6	39.0
Social, educational and employment skills	3.6	4.3	3.7
All areas of learning (%)	100.0	100.0	100.0
Total ('000)	**197.2**	**54.6**	**251.8**

TAFE and other government providers Area of learning	% female	% males	% all students
Humanities	7.0	9.1	7.8
Social studies	0.2	0.1	0.1
Education	7.3	15.2	10.3
Sciences	0.4	0.6	0.5
Mathematics, computing	11.4	10.2	10.9
Visual/performing arts	9.6	6.2	8.3
Engineering, processing	1.3	3.7	2.2
Health sciences	0.9	0.8	0.8
Administration, business, economics, law	2.9	3.7	3.2
Built environment	4.0	7.1	5.2
Agriculture, renewable resources	1.8	2.0	1.8
Hospitality, tourism and personal services	53.6	41.4	48.9
Social, educational and employment skills	1.7	5.8	3.2
All areas of learning (%)	100.0	100.0	100.0
Total ('000)	**65.8**	**40.5**	**106.3**

All providers Area of learning	% female	% males	% all students
Humanities	8.0	9.5	8.4
Social studies	1.2	1.0	1.1
Education	6.7	7.6	7.0
Sciences	1.0	1.9	1.3
Mathematics, computing	4.8	7.5	5.5
Visual/performing arts	27.0	17.2	24.4
Engineering, processing	3.6	6.2	4.3
Health sciences	6.6	3.9	5.9
Administration, business, economics, law	3.9	7.9	5.0
Built environment	6.7	9.3	7.4
Agriculture, renewable resources	3.0	4.3	3.3
Hospitality, tourism and personal services	43.4	38.1	42.0
Social, educational and employment skills	3.1	5.0	3.6
All areas of learning (%)	100.0	100.0	100.0
Total ('000)	**263.0**	**95.1**	**358.2**

Note: Students can be enrolled in more than one area of learning, hence the percentages in the columns shown sum to more than 100.

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Figure 9: Student participation in personal enrichment programs by training provider and area of learning

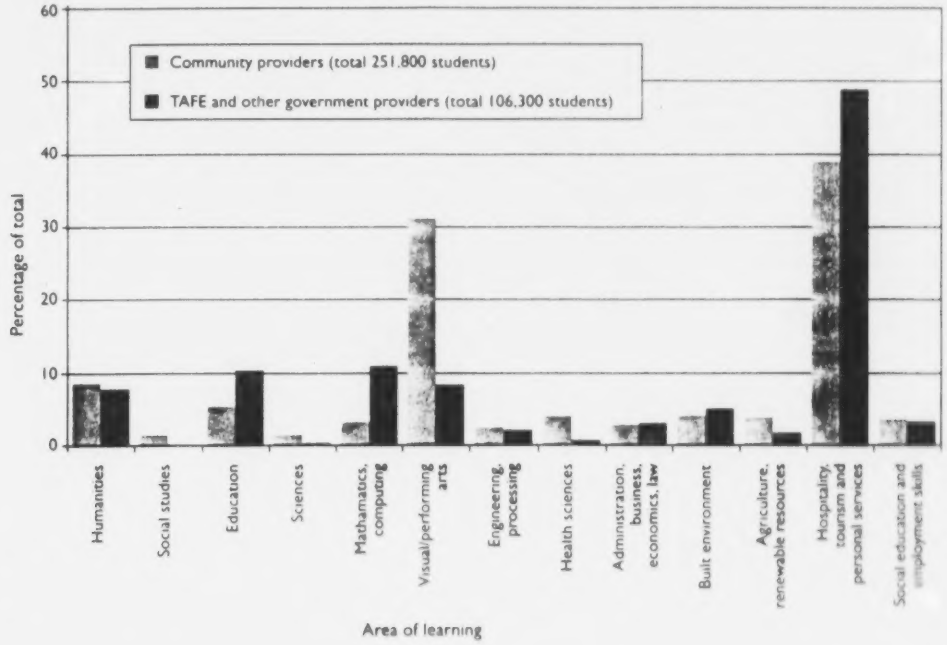
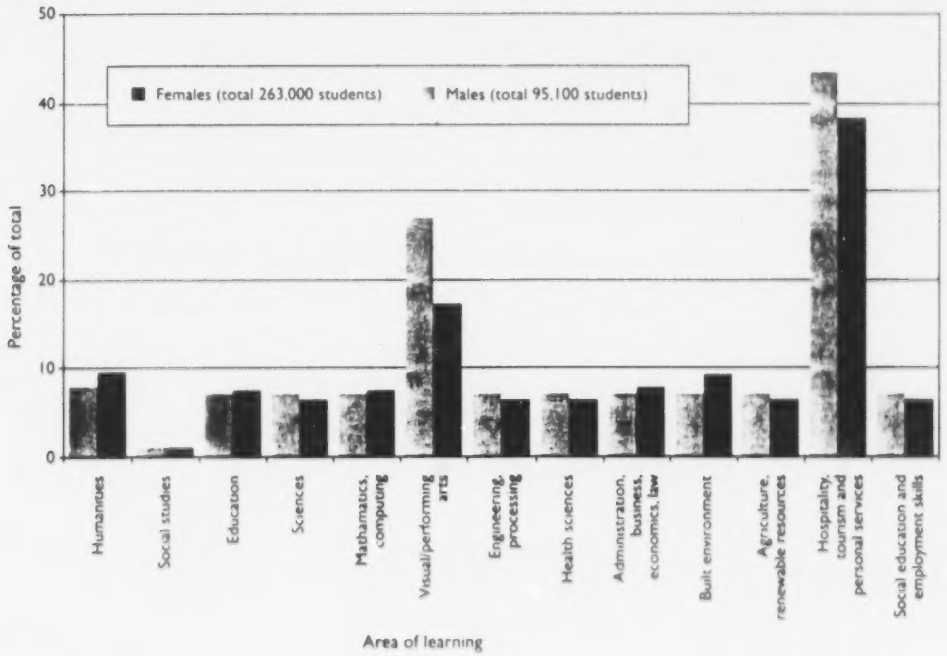


Figure 10: Student participation in personal enrichment programs by sex and area of learning



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TECHNICAL AND EXPLANATORY NOTES

ACE
adult and community education

Age
For the 1998 collection, the age of a student is calculated as the difference in years between June 30, 1998 and the student's date of birth.

Annual growth rate
Annual growth rates are compound growth rates calculated under the assumption of constant growth over the time period under consideration.

Example: A growth rate of 33.1% over a three-year period corresponds to an annual growth rate of 10.0%.

In this publication, all growth rates are calculated based on the growth that occurred between 31 December 1996 and 31 December 1998.

Annual hours
Annual hours are a measure of total delivery. They are based on the standard curriculum hours for each subject (module) undertaken.

ANTA
Australian National Training Authority

Area of learning
A categorisation used to describe the primary content of a subject independently of the context in which it may be taught.

Community education providers
Community education training organisations which have provided information to the data collection.

Commuter distance
A commuter distance as reported in this publication is determined by the 'crows flight distance' between the population-weighted centroids of the student's residential postcode and the training provider's postcode. Corrections have been made where huge discrepancies between 'crows flight' and travel distances are expected, like, for instance, in the areas around Sydney Harbour or around Port Phillip Bay in Victoria.

Course
A structured sequence of VET that leads to the acquisition of identified competencies and which, if submitted for accreditation, may lead to a qualification.

Delivery strategy
A classification that describes the approach adopted to deliver the material in a subject (module). In the present publication we distinguish between external (correspondence) delivery and attendance (non-correspondence) delivery which mainly includes teacher-directed delivery in a local classroom situation or by some other form of communication system, scheduled and unscheduled self-paced learning, and workplace delivery.

Enrolment
The registration of a student at a training provider location for the purpose of undertaking a course or subject (module). The enrolment is considered valid only if all fee obligations have been met and the student has attended at least one lesson or submitted at least one unit of work.

Field of study
A classification which describes the principal subject matter of a course.

Funding source
A classification that describes the source of funding associated with a subject enrolment.

Geographic region
A classification developed to provide locational information about the place of residence and the place of training.

Other government providers
Government training organisations other than TAFE who have provided information to the data collection, e.g. universities providing VET, agricultural colleges in some States and Territories, etc.

Personal enrichment programs
Recreation, leisure and personal enrichment programs, also known as 'Stream 1000' programs.

Private providers
Private sector organisations that provide training to individuals and industry.

Program of training
A course or subject offered by a training organisation in which students may enrol.

Program type
Programs are classified as 'vocational' or 'personal enrichment' according to the associated stream of study.

Provider type
Providers are classified as 'TAFE and other government', 'community education' or 'private' providers according to their primary role in the delivery of training.

Recreation, leisure and personal enrichment programs
See personal enrichment programs.

Stream of study
A classification that describes a course according to its level of vocational outcome.

Stream of study grouping
The stream of study grouping classification has been formed by grouping various stream of study classifications into five categories:

- Recreation, leisure and personal enrichment (Stream 1000)
- Preparatory (Streams 2100, 2200)
- Operative (Streams 3100, 4100)
- Trades/skilled (Streams 3211, 3212, 3221, 3222, 3300, 4200, 4300)
- Professional/paraprofessional (Streams 3400, 3500, 3600, 4400, 4500)

Student
An individual who has enrolled in at least one subject during 1998.

Subject (module)
A unit of education or training in which a student may enrol and be formally assessed.

TAFE
technical and further education

TAFE providers
TAFE training organisations which have provided information to the data collection.

Vocational programs
Vocational programs are identified by the type of program undertaken by the student. If a student is enrolled in a program whose courses or subjects are classified to Streams 2100-4500 then he/she is reported as undertaking a vocational program.

VET
vocational education and training

NCVER

Australian personal enrichment education & training programs statistics 1998: An overview provides information about recreation, leisure and personal enrichment education and training activity in Australia.

Recreation, leisure and personal enrichment education and training programs play an important role in lifelong learning. They cover a wide variety of courses such as:

- furniture restoration, pottery and woodwork
- dressmaking, calligraphy and wine appreciation
- aromatherapy, Alexander technique and yoga
- foreign languages, personal development and computing
- belly dancing, car maintenance and creative writing

Although not necessarily designed to articulate with vocational programs, some of the personal enrichment programs prepare people for the progression to general education or VET.

Highlights of the personal enrichment education and training activity in 1998 include:

- A reported 360 000 students undertook personal enrichment programs in 1998, an apparent decline of 5.7% over 1997. Of these 360 000 students, about 28 000, or 7.8%, were participating in both personal enrichment and vocational education programs.
- More than 70% of the personal enrichment students were enrolled with registered community providers. The remainder participated in courses provided by TAFE and other government training institutions.
- About 75% of the individuals undertaking personal enrichment programs were female.
- The age distribution of participants in personal enrichment programs is flat and broad. Students' personal enrichment programs have a median age of 39 years, almost five years more than the median age of the Australian resident population.
- Personal enrichment programs accounted for 8.2 million annual hours of training, an average of 23 hours per student.
- The majority of personal enrichment training activity is funded on a fee-for-service basis with the remainder subsidised by governments.

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